*International Journal of Innovative Education Research 11(1):94-103, Jan.-Mar., 2023*

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# Teaching Effectiveness as Correlate of Secondary School Students' Academic Performance in English Language in Ahoada East Local Government Area of Rivers State

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**ABSTRACT**
The study investigated teaching effectiveness as correlate of secondary school students' academic Performance in English Language in Ahoada East Local Government Area of Rivers State. Two research questions and two hypotheses guided the Study. Correlational research design was used for the study. The population of the study comprised all the teachers and students in senior secondary schools in Ahoada East Local Government area of Rivers State, totaling 7,619, and 1,830 senior secondary school students who were used to rate their teachers' effectiveness. Stratified random sampling techniques were used for the study. Fluid survey online calculator was used to select the sample of 360 teachers for the study. Two self-constructed instruments titled 'Teaching Effectiveness Scale' (TES) and Students' Academic Performance Test in English Language (SAPTEL) were used to collect data. The instrument TES and SAPTEL were validated by experts. The reliability of the instruments was estimated through test re-test method, and was subjected to Pearson product moment correlation analysis that yielded the following reliability indices of r=0.71 and r=0.87 respectively. Pearson Product Moment Correlation was used to answer the research questions and also tested the null hypotheses at 0.05 level of significance. The findings revealed that there was a significant positive relationship between teaching effectiveness and secondary school students' academic Performance in English Language in Rivers State. The study recommended among others that workshops/seminars should be organized periodically by school administrators for teachers on the significance of teaching effectiveness as they relate to students' academic Performance in English Language; School administrators should endeavour to encourage school teachers in general on career self-development due to its significance to their teaching effectiveness and students' academic Performance in English Language

**Key words:** Teaching effectiveness, secondary school, students, academic performance, English language

## INTRODUCTION

Teaching is an art, and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The most single critical element in the education process is the teacher who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impart knowledge. Teaching is a purpose profession engaged in human resource development for individual and economic growth, and it is done systematically by professionals who have acquired some skills and knowledge either by training or experience or both. To make desirable impact, teaching must aim at total development of the individual, that is, to

enhance intellectual capabilities, developmental and cognitive intellectuality, foster psycho-social skills, and draw out neuro-physical aptitude of the learners. All education institutions emphasize that teaching is important and it gives high priority to developing effective teaching and solving teaching challenges. Effective teaching may include high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. It should instill in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership (Bereiter, 2020).

Teachers appreciate those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school/collage administrators. Lorin and Anderson (2021) noted that an effective teacher must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately, if those goals are to be achieved. Chuma (2021) postulated that possession of knowledge and skills falls under the heading of teacher competence and the use of knowledge and skill in the classroom is referred to as teacher performance; teacher performance and teacher competence with the accomplishment of teacher goals is the teacher effectiveness. It can be safely assumed that the purpose of every human interaction is the accomplishment of some set of goals.

Within the school context, these goals might be the need to increase students' enrolment, improve academic performance, bolster creativity and promote entrepreneurship. It was in line with this that the Nigerian educational system formulated some basic goals expected to be achieved through education in her National Policy on Education Federal Republic of Nigeria (2004) in Akpan (2021) which argued that despite the wide array of goals to be accomplished, the Nigerian government at the federal, state and local government levels as well as other private investors continue to seek for the best approach at getting the most competent teachers for the job, which can bring to fruition the goals of education and schooling utilizing the least possible resources within the shortest possible time.

Although a concept of great significant and interest, teacher effectiveness has been conceptualized and operationalized differently by authors and scholar. Teacher effectiveness is an abstract or latent construct that cannot be pointed to or measured directly, but most scholars agreed it is a multidimensional construct meaning that it has multiple components or dimensions. These dimension in turn are made up of indicators that can be measured directly (Bassy, 2020). Sonnentag et al (2021) stated that at the most basic level, job effectiveness can be distinguished between a process and outcome aspect. The process aspect also called the behaviour aspect refers to what people do while at work. Thus only behaviour which people do can only be used as indicators of teaching effectiveness. Examples of such behaviour include delivery of lecture, preparation of lesson note and use of illustration to practical class instruction. The outcome aspect refers to the result of a teacher behaviour. This result might be improving students' understanding of abstract concept, increased performance in an examination, etc.

It is not possible to guarantee a meaningful learning without effective teachers to translate the laudable objectives of the basic curriculum into the practice in the classroom. Cooper (2020) noted that in modern times, teacher qualification and communication in general and teaching effectiveness in particular has become a part of school phenomena and has received considerable attention in recent years. Cooper further explained that highly qualified and effective communicative teachers are necessary to improve students' performance, and there is growing interest in identifying individual teacher's impact on students' performance. Cooper (2020) carried out a study on the relationship between teacher effective communication and students' academic performance on English Language. The findings revealed that there was a significant positive relationship between teacher effective communication and students' performance level in English Language.

Teacher experience is positively related to students' performance gains through a teacher's career, teacher's effectiveness increases at a greater rate when the teacher is supportive and when they accumulate experience in the same grade level, subject or distinct. As teachers gain experience, their students not only learn more and achieve academically, but they are also likely to do better on other measurable of success, such as school attendance. Teaching effectiveness as explained by Onyeachu (2020) is the capacity of a teacher to engage in different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation, as well as personal interaction with students and other members of staff. The multidimensional approach to teaching effectiveness is also

recognized in the definition of Awotua-Efebo (2020) which is endorsed by most educational researchers as the most encompassing definition of the construct as behaviours or actions that are relevant to the goals of the educational institution. This definition is accompanied by two notions: (i) teaching effectiveness should be defined in terms of behaviour rather than result (ii) teaching effectiveness should include only behaviours that are relevant to the organizational goals.

From the various definition provided above, teacher effectiveness would be defined as the ability of the teacher to make use of verbal communication, knowledge of subject matter, presentation of the subject matter, interaction with students and students' motivation in the classroom situation, create an environment which will develop student's ability, saleable skills, work habits, good attitudes towards self and others, and provide them with necessary information which will enable the students to solve their present and future life problems. Akpan (2021) investigated the impact of teacher knowledge of the subject matter on students' academic performance on English Language. The findings revealed that there was a significant positive relationship between teacher knowledge of the subject matter and students' performance level in English Language.

**Characteristics Associated with an Effective Teacher**

Teacher characteristics are relatively stable traits that are related to, and influence the way teachers practice in their profession. These characteristics are organized into four clusters proposed by Parihar (2021) as professionalism, thinking/reasoning, expectations and leadership. The cluster, characteristics and brief descriptions is presented below in a table.

| CLUSTER | CHARACTERISTICS | DESCRIPTION |
|---|---|---|
| **Professionalism** | Commitment | Commitment to doing everything possible for each student and enabling all students to be successful |
| | Trustworthiness | Being consistent and fair; keeping one's word |
| **Thinking/Reasoning** | Analytical thinking | Ability to think logically, break things down, and recognize cause and effect |
| | Conceptual thinking | Conceptual thinking ability to identify patterns and connections, even when a great deal of detail is present. |
| **Expectations** | Drive for improvements | Relentless energy for setting and meeting challenging targets, for students and school |
| | Information seeking | Information seeking drive to find out more and get to the heart of things; intellectual curiosity. |
| | Initiative | Initiative drive to act now to anticipate and pre-empt events. |
| **Leadership** | Flexibility | Ability and willingness to adapt to the needs of a situation and change tactics. |
| | Accountability | Accountability drive and ability to set clear expectations and parameters and hold others accountable for performance |
| | Passion earning for | Passion for learning drive and ability to support students in their learning and to help them become confident and independent learners. |

Other Characteristics of Effective Teacher are:

1 . Teaching is an intentional and reasoned act, teaching is intentional because we always teach for some purpose, primarily to facilitate learning.
2. Effective teacher tends to be aware of and actively pursue goals, these goals at times guide their planning as well as their behaviours and interactions with students in the classroom.
3. The majority of teacher's goals are, or should be concerned either directly or indirectly with

their learning. A teacher direct concern with learning is a teacher who states that he or she intends to help students develop the ability to differentiate facts from opinions or reality from fantasy.

4. No teacher is effective in every aspect of his/her profession. A secondary school mathematics teacher may particularly adapt with students who are well motivated to learn maths but have problem motivating those who question why they have to learn maths in the first place.

**Measurement of Teachers' Effectiveness**

Historically, student ratings have dominated as the primary measure of teaching effectiveness in recent times. However, over the past decade there has been a trend toward augmenting those ratings with other data aspects of teaching performance. Such sources can serve to broaden and deepen the evidence base used to evaluate courses and assess the quality of teaching (Eggen, 2022). Some of these methods that have been proposed and utilized in assessing teachers' effectiveness as identified by Berk (2005) in Parihar (2021) include: (a) Student ratings, (b) Peer ratings (c) Self-evaluation (e) Student interviews (f) Alumni ratings (g) Principal ratings (h) Administrator ratings (i)Teaching scholarship (j)Teaching awards (k) Learning outcome measures

These appraisal methods can be used independently or collectively. However, the authors recommended that more than one form of approach should be adopted to provide a more- holistic understanding of the concept, as well as greater integration in developing teacher competence. Afful-Beroni (2022) investigated the relationship between teacher presentation and students' academic performance on English Language. The findings revealed that there was a significant positive relationship between teacher presentation and students' performance level in English Language based on gender.

Academic performance is now a very crucial discuss in the education field especially-with increased accountability for classroom teachers. Academic performance can be referred to as standardized test scores, grade and overall academic ability and performance outcomes. Academic performance is the result or an outcome of an educational pursuit, the degree to which a student, educator or establishment has possessed the capacity to accomplish their objectives (Uka, 2022). In a comparable definition by Trusty (2020) academic performance is a movement that is loaded down with test and examination score as allowed by the instructors and it is completed in type of government sanctioned tests, educator made test, done week after week, month to month or toward the finish of each semester. Schimeel (2021) indicated that academic performance is said to be a result of direction, they expressed that academic performance is the finished result of a learning background. Having an excellent state of academic performance is the thing that each parent /guardian and teacher desires for their young ones, wards, and students.

Vellymalay (2022) defined academic performance as a student's success in meeting short or long term goals in education. Academic performance is the point at which a student can perform and prevail in school exercises and objectives (long and here and now) in view of the standard set around the school's management. Academic performance is the most extreme performance in all exercises of school after a time of preparing. Performance envelops students' potential and performance; it is multidimensional; it is complicatedly identified with human development and subjective, emotional, social, and physical evolution; it mirrors the entire youngster; it isn't identified with a solitary ease, however happens crosswise over time and levels, through an understudy's life in grade school and on post-secondary years and working life (Saifi & Mehmood, 2021). They further characterizes performance as the quality and amount of a student's work.

Academic performance could likewise be viewed to as the level of schooling one has effectively finished and the potential to accomplish performance in one's examinations. At the point when students are evaluated, it is a case of academic performance or when you go to secondary school or college and you can move on from one level to another. Academic performance is about achieving results that show the degree to which a man has achieved a particular objective that is centered on exercises in the instructional condition, particularly in the school condition. Academic performance is a significant worry for educational policymakers of each nation.

Academic, performance is the support or repetitive potential showed by a student when he/she is tested in test or examination and it could likewise be viewed as an expression that is utilized to check the students' educational performance.

**Statement of the Problem**

Teaching effectiveness play a great role on students' academic performance either positively or negatively at all levels of academic pursuits. In educational system, most of the attention is given to students' mental and memory aspects. Little attention is paid to teachers' effectiveness in relation to students' learning and performance process. Teaching effectiveness needs to be addressed when dealing with the domain of academic activities. The researchers believed that teacher communication, teacher knowledge of the subject matter and teacher presentation of the subject matter would help students attain a high degree of success in their academic.Teachers' effectiveness is the ability of the teacher to interact physically, intellectually and psychologically with the students, with regard to content matters and evaluative procedures.

Teachers have the greatest potential to influence students' education. Recently, several studies started to examine the association of teaching effectiveness in relation to academic performance among secondary school students at all levels, but they failed to achieve consistent results.This study is therefore carried out to examine teaching effectiveness is correlates of academic performance among secondary school students in Ahoada East Local Government Area of Rivers State.

**Research Questions**

The following research questions guided the study:

1. To what extent does teacher, knowledge of the subject matter relate to secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State?
2. To what extent does teacher presentation of the subject matter relate to secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State?
3. To what extent does teacher communication relate to secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State?

**Hypotheses**

The following null hypotheses guided the study and were tested at 0.05 level of significance:

1. There is no significant relationship between teacher knowledge of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State
2. There is no significant relationship between teacher presentation of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State
3. There is no significant relationship between communication and secondary school students academic performance in English Language in Ahoada East Local Government Area of Rivers State

**METHODOLOGY**

The research design adopted for this study was a correlational research design. Chikwe (2017) defined a correlational research design as the foundation of relationship that exists between two or more variables designed at a better mastery of each of the two or more variables by determining them separately and scrutinizing how each of the variables changes in accordance with or in association with changes in the other. Correlational research design was suitable because the study sought to find out the relationship between teacher knowledge of the subject matter; teacher presentation of the subject matter, teacher communication as they relate to senior secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

Population of the study consisted all the teachers and students in public senior secondary schools tolling 7,619, source; (Ahoada East Local Government Area Post Primary Schools board, 2023).. The population also included 1,830 senior secondary school II students who were used to assess each teachers' effectiveness (source: Ahoada East Local Government Post Primary Schools Board). Multi-

stage sampling technique was used through the field survey on line calculator determine the sample size of 366 teachers for the study. The researcher designed two instruments for data collection viz 'Teaching effectiveness Scale' (TES) and Students' Academic Performance Test in English Language (SAPTEL). The Teaching Effectiveness Scale (TES) was responded to by senior secondary school students. Five (5) students rated a teacher which summed up the total of 1,830 students were responded to on a modified Likert's four point Scale . TES, and SAPTE were validated by experts.
The reliability of the instruments was established by employing test-re-test reliability technique. The scores obtained were subjected to Pearson product moment correlation, which yielded the reliability indices of Teaching Effectiveness Scale r= 0.71, and Students' Academic performance test in English Language r=0.87 respectfully. The researchers personally administered the instruments with the help of research assistants. Pearson product moment correlation analysis was used to answer the research questions and also in testing the corresponding null hypotheses at 0.05 level of significance using SPSS.

**RESULTS**

**Research Question Five:** *To what extent does teachers' knowledge of the subject matter relate to secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State?*

**Hypothesis Five:** There is no significant relationship between teacher knowledge of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

Table 1

*Correlation between Teacher Knowledge and Secondary School Students' Academic Performance in English Language*

| Variables | | Teacher Knowledge | Academic Performance |
|---|---|---|---|
| Teacher Knowledge | Pearson Correlation | 1 | .766 |
| | Sig. (2-tailed) | | .000 |
| | N | 360 | 360 |
| Academic Performance | Pearson Correlation | .766 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 360 | 360 |

$\alpha = 0.05$

In Table 1., the r = .77, indicating a positive relationship between teacher knowledge of the subject matter and secondary school students' academic performance in English Language. This result showed that as teacher knowledge of the subject matter increases, there is also a corresponding increase in secondary school students' academic performance in English Language. Table 4.1.5 also revealed that the relationship between teacher knowledge of the subject matter and secondary school students' academic performance in English Language is significant at 0.05 alpha level, because the p-value of .000 is less than 0.05 alpha level (.000 < .05). This means that the null hypothesis is rejected indicating that, there is a significant positive relationship between teacher knowledge of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

**Research Question Six:** *To what degree does teachers' presentation of the subject matter relate to secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State?*

**Hypothesis Six:** There is no significant relationship between teacher presentation of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

Table 2: *Correlation between Teacher Presentation and Secondary School Students' Academic Performance in English Language*

| Variables | | Teacher Presentation | Academic Performance |
|---|---|---|---|
| Teacher Presentation | Pearson Correlation | 1 | .796 |
| | Sig. (2-tailed) | | .000 |
| | N | 360 | 360 |
| Academic Performance | Pearson Correlation | .796 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 360 | 360 |

$\alpha = 0.05$

In Table 2, the r = .80, indicating a positive relationship between teacher presentation of the subject matter and secondary school students' academic performance in English Language. This result showed that as teacher presentation of the subject matter increases, there is also a corresponding increase in secondary school students' academic performance in English Language. Table 4.1.6 also revealed that the relationship between teacher presentation of the subject matter and secondary school students' academic performance in English Language is significant at 0.05 alpha level, because the p-value of .000 is less than 0.05 alpha level (.000 < .05). This means that the null hypothesis is rejected indicating that, there is a significant positive relationship between teacher presentation of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

**Research Question Seven:** *To what degree does teachers' communication skills relate to secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State?*

**Hypothesis Seven:** There is no significant relationship between communication and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

Table 3

*Correlation between Teacher Communication and Secondary School Students' Academic Performance in English Language*

| Variables | | Teacher Communication | Academic Performance |
|---|---|---|---|
| Teacher Communication | Pearson Correlation | 1 | .673 |
| | Sig. (2-tailed) | | .000 |
| | N | 360 | 360 |
| Academic Performance | Pearson Correlation | .673 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 360 | 360 |

$\alpha = 0.05$

In Table 3, the r = .67, indicating a positive relationship between teacher communication of the subject matter and secondary school students' academic performance in English Language. This result showed that as teacher communication of the subject matter increases, there is also a corresponding increase in secondary school students' academic performance in English Language. Table 4.1.7 also revealed that the relationship between teacher communication of the subject matter and secondary school students' academic performance in English Language is significant at 0.05 alpha level, because the p-value of .000 is less than 0.05 alpha level (.000 < .05). This means that the null hypothesis is rejected indicating that, there is a significant positive relationship between teacher communication of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

**Summary of Findings**

Summary of the findings of the study were thus:

1. There was a significant positive relationship between teacher knowledge of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

2 There was a significant positive relationship between teacher presentation of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

3. There was a significant positive relationship between teacher communication of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

## DISCUSSIONS OF FINDINGS

### Relationship between Teacher Knowledge of the Subject Matter and Secondary School Students' Academic Performance in English Language in Ahoada East Local Government Area of Rivers State

Research question/one hypothesis one, the study analysis revealed that there is a significant positive relationship between teacher knowledge of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State. This finding confirm with the findings of Garbriel (2015),Gift (2015), Oluwadare (2016) and Adamson (2017).Garbriel (2015) conducted a research on Teacher Knowledge of Subject Matter and Secondary School Students' Academic Performance in English Language in Osun State. Result indicated positive relationship between teacher knowledge of subject matter and Students' academic performance in English Language based on school type of boys only. Gift (2015) investigated the relationship between Emotional Intelligence, Teaching Effectiveness and Senior Secondary School Students' Academic Performance in English Language in Bayelsa State. Result showed that there was a moderate significant relationship between teacher knowledge of the subject matter and students' academic performance in English Language. Oluwadare (2016) carried out a study on Emotional Intelligence and Teaching Effectiveness as predictors of Secondary School Students' Academic Performance in English Language in Akwa-Ibom State based on gender. Result showed high positive correlation between teachers' subject matter and students' academic performance in English Language. Adamson (2017) conducted a study on Teacher Knowledge of Subject Matter as Component of Teaching Effectiveness and Academic Performance in English Language of Secondary School Students in Abia State. The result indicated that there was a significant relationship between teacher subject matter and students' academic performance in English Language. The likely reason for the present finding is that, a teacher who knows the subject matter very well, will be able to impact it to the students' understanding and this will likely result in high academic performance.

### Relationship between Teacher Presentation of the Subject Matter and Secondary School Students' Academic Performance in English Language in Ahoada East Local Government Area of Rivers State

Research question two/hypothesis two, the study analysis revealed that there is a significant positive relationship between teacher presentation of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State. This finding is collaborated with the findings of Nwaogu (2016), Benson (2016), Johnbull (2017) and Samuel (2017).Nwaogu (2016) conducted a study on Emotional Intelligence and Teaching Effectiveness as Correlate of Academic Performance in English Language Among Secondary School Students in Osun State. The result showed that there was a significant positive relationship between presentation of subject matter and students' academic performance in English Language. Benson (2016) carried out a study on Emotional Intelligence and Teaching Effectiveness as a Predictors of Secondary School Students' Academic Performance in English Language in Ondo State. Result showed high positive correlation between presentation of subject matter and students' academic performance in English Language. Johnbull (2017) conducted a research on presentation of subject matter as a predictor of academic performance in English Language of secondary school students in Cross River State. Result indicated that teachers' presentation of subject matter positively predicted students' academic performance in English Language. Samuel (2017) investigated Emotional Intelligence and Teaching Effectiveness as Correlates of Junior Secondary School III Students' academic performance in English Language in Kwara State. Result showed that there was a moderate positive significant relationship between teacher presentation of the subject matter and students' academic performance in English Language. The finding of the present study is natural because a

teacher who presents his subject matter very well will be able to make his students understand the topic being taught. This will definitely lead to high academic performance.

**Relationship between Teacher Communication of the Subject Matter and Secondary School Students' Academic Performance in English Language in Ahoada East Local Government Area** of **Rivers State**

Research question three/hypothesis three, the study analysis revealed that there is a significant positive relationship between teacher communication of the subject matter and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State. This finding is collaborated with the findings of Fanti (2000), Naik and Francis (2010) and Bankole (2016).Fanti (2000) conducted a study on teacher interaction as correlates of academic performance in English Language among secondary school students in Haryana city India. The result indicated that there was a significant positive relationship between teacher effective interaction and students' academic performance in English Language. Naik and Francis (2010) investigated the relationship between teacher communication and academic environment of senior secondary school students 1 in Sundargarh district. Result showed that there was a significant relationship between effective teacher communication and students' academic performance in English Language. Bankole (2016) carried out a study on teacher communication as a predictor of secondary school students academic performance in English Language in Anambara State. Result showed that there was a significant positive relationship between teacher effective communication and students' academic performance in English Language. There is no doubt that a teacher who communicates to his students understanding will help them understand the topic he is teaching. This understanding will lead to high academic performance

## CONCLUSION

From the findings of the study, it was concluded that there was positive relationship between teaching effectiveness and secondary school students' academic performance in English Language in Ahoada East Local Government Area of Rivers State.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made;

1. Workshops/seminars should be organized periodically by school administrators for teachers on the significance of teaching effectiveness as they impact on students' academic performance in English Language.
2. School administrators should endeavour to encourage secondary school teachers on career self-development due to its significance to their teaching effectiveness, and students' greater academic performance in English Language.

**Implication for Counselling**

These findings have counselling implications thus:

1. Lack of teacher knowledge, teacher presentation, communication should not be seen as normal thing in our academic activities. In our academic endeavours today, many of us overlook the influence of teacher effectiveness, assuming that the influence of teacher effectiveness in our academic activities is normal, hence can cause low academic performance in English Language. This necessitates counselling to help students achieve highly.
2. Those teacher effectiveness variables that can lead to low academic performance in English Language such as knowledge, teacher presentation, communication, etc. should not be overlooked. These sources of low academic performance in English Language should also be seen as a strong challenge to academic attainment. Therefore counselling should help students acquire these attributes

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